DOCUMENT RESUME

ED 474 879 UD 035 590

AUTHOR	Sadowski, Michael, Ed.
TITLE	Adolescents at School: Perspectives on Youth, Identity, and Education.
ISBN	ISBN-1-891792-10-5
PUB DATE	2003-03-15
NOTE	200p.
AVAILABLE FROM	Harvard Education Publishing Group, 8 Story Street, 5th Floor, Cambridge, MA 02138 ($24.95). Tel: 617-495-3432; Fax: 617-496-3584; e-mail: hepg@harvard.edu.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Homosexuality; *Adolescent Development; *Adolescents; Aggression; Asian American Students; *Disabilities; Diversity (Student); Elementary Secondary Education; Ethnic Stereotypes; Hispanic American Students; Homophobia; Masculinity; *Minority Group Children; Racial Bias; *Racial Identification; *Sex Differences; Social Class; Socioeconomic Status; Student Behavior; Violence
IDENTIFIERS	Achievement Gap; Model Minority Groups

ABSTRACT

This collection of papers suggests ways to foster the success of all students in schools and classrooms, focusing on the complex, changing identities young people manage while confronting the challenges of school. The papers are: "Introduction: Why Identity Matters at School" (Michael Sadowski); (1) "Identity and Possibility: Adolescent Development and the Potential of Schools" (Michael Nakkula); (2) "'Joaquin's Dilemma': Understanding the Link between Racial Identity and School-Related Behaviors" (Pedro A. Noguera); "Profile: Listening to Minority Students: One District's Approach to Closing the Achievement Gap" (Thomas Fowler-Finn); "Commentary: Opening the Dialogue about Race at School" (Beverly Daniel Tatum); (3) "Model Minorities and Perpetual Foreigners: The Impact of Stereotyping on Asian American Students" (Stacey J. Lee); "Profile: 'Desde entonces, soy Chicana': A Mexican Immigrant Student Resists Subtractive Schooling" (Angela Valenzuela); (4) "'Who am I as a Learner?': Would Girls and Boys Tend to Answer Differently?" (Michelle Galley); "Profile: Writing Their Way Through: Adolescent Girls and Note Writing" (Theresa Squires Collins); (5) "'I am not Insane; I am Angry': Adolescent Masculinity, Homophobia, and Violence" (Michael S. Kimmel); "Interview: Male Adolescent Identity and the Roots of Aggression: A Conversation with James Garbarino" (Darcia Harris Bowman); (6) "Growing Up in the Shadows: School and the Identity Development of Sexual Minority Youth" (Michael Sadowski); "Commentary: Why Use That Word? Adolescents and Queer Identity" (Arthur Lipkin); (7) "Who Wins and Who Loses? Social Class and Student Identities" (Ellen Brantlinger); "Interview: Class and Identity in a Socioeconomically Diverse High School: A Discussion with Elaine Bessette, Joan Lowe, and Bill Quinn"; (8) "The Impact of Disability on Adolescent Identity" (Michael L. Wehmeyer); "Profile: Making Their Own Way: The Perspectives of Three Young People with Disabilities" (Michael L. Wehmyer); (9) "Beyond Categories: The Complex Identities of Adolescents" (John Raible and Sonia Nieto); and "Afterword: From Understanding to Action" (Michael Sadowski). (Chapters contain endnotes.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.